

New Program Review Form
Private Institutions of Higher Education

Institution Presbyterian College **Proposed Program** Elementary Education

Review Team Dr. Cathy Mitchell *Cathy Mitchell, Chair*
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Review Date March 2, 2010

Components	Met	Met With Conditions	Not Met
I. Cover Sheet A. Name of proposing institution B. Title of the proposed program C. Date of submission D. Signature of CEO of institution E. Contact person – Title/Email/Phone/Fax	X		
II. Program Overview A. Classification <ol style="list-style-type: none"> name of proposed program academic unit involved designation, type and level of degree proposed date of implementation classification of Instructional Programs (CIP) code identification of program as <i>new</i> or <i>modification</i> delivery mode 	X		
B. Justification for the program <ol style="list-style-type: none"> program purpose and long range goals need for the program centrality of the program to the institutional mission conceptual framework summary relationship of the program to other programs within the institution and to other SC institutions of higher education similarities or differences between proposed program and those with like objectives offered at other institutions including discussion of like programs within the state, region, and nation (Public IHEs only) 	X		

Components	Met	Met With Conditions	Not Met
C. Enrollment 1. admissions criteria specific to the program 2. table for projected total enrollment for first five years 3. discussion of process by which estimates were made 4. table for estimated new enrollment by headcount & credit hours	X		
D. Curriculum 1. sample curriculum for undergraduate programs and for graduate programs that will use a required core of courses 2. brief explanation of assessments of student learning outcomes (Public IHE's only) 3. a list, with catalog descriptions, for all new courses that will be added	X		
E. Faculty 1. table detailing the rank and academic qualifications of each staff member involved in the program (identified only by rank and not by name) 2. enumeration and discussion of necessary qualifications of new faculty 3. proposed changes in assignments of existing faculty 4. institutional plan for faculty development as it relates to proposed program 5. institutional definition of full-time equivalents (FTE) 6. table of headcount and FTE for administrators, faculty, and staff for five years for the proposed program	X		
F. Physical plant 1. adequacy of existing physical plant for the first five years of the proposed program 2. additional physical plant requirements, including modifications	X		
G. Equipment – major equipment items needed for first five years	X		
H. Library resources	X		
I. Accreditation, Approval, Licensure, or Certification 1. brief description of the accreditation or approval process 2. brief description of ways in which the proposed program will insure that certification will be achieved by graduates 3. brief description of how the proposed program addresses national SPA standards (See #4) 4. brief description of how the proposed program addresses state P-12 content standards 5. concise description of how advanced programs address the core propositions of the NBPTS	X		

Components	Met	Met With Conditions	Not Met
J. Articulation 1. entry path for students from two-year institutions into four-year institutions as possible 2. statement of how the proposed program leads to a terminal degree	X		
K. Estimated Cost 1. table for estimated new expenditures necessary annually for the first five years 2. statement as to whether or not "unique costs" or other special state appropriations will be required or requested (Public IHE's only)	X		
L. Institutional approvals (academic provost approval, etc.)			
III. South Carolina State Department of Education Requirements Description of the ways in which the new program will meet <u>all</u> state requirements as outlined in the <i>Policy Guidelines for South Carolina Educator Preparation Units</i> , including the following: A. ADEPT B. Assessment plan C. Diversity plan D. EEDA E. Field and clinical experiences, including number of hours and integration of ADEPT and/or PADEPP F. PADEPP (If applicable) G. PreK-12 academic standards H. Program admission requirements (Initial & Advanced) I. South Carolina Safe School Climate Act J. Standards of Conduct	X		
IV. NCATE and SPA Standards, and Assessments Download the NCATE Program Report for the content area and complete the following using the program standards: A. context B. list of assessments (completion of chart) C. relationship of assessments to standards (completion of chart) D. planned evidence for meeting standards E. planned use of assessment results to improve candidate and program performance F. changes or additions to the program (For program modifications only)	X		

Overall Finding (Team Consensus)

- ☒ Approved
- ☐ Approved with Conditions
- ☐ Not approved

Comments

Elementary Education Program Proposal Revisions

Presbyterian College

Original Proposal Submitted: February, 2010

Revised Proposal Submitted: April, 2010

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II. Program Overview

A. Classification

1. Name of Proposed Program: Elementary Education
2. Academic unit involved: Education Department, Presbyterian College
3. Designation, type, and level of degree: Undergraduate: Bachelor of Science in Elementary Education
4. Proposed date of implementation: Fall 2011
5. Classification of Instructional Programs (CIP) code: 13.1202
6. Identification of program as new or modified: New
7. Program qualifies for supplemental Palmetto Fellows and LIFE scholarship awards (YES or NO) : Yes
8. Delivery mode: Onsite

B. Justification for the program

1. Program purpose and long range goals:

The purpose of the certification program in Elementary Education at Presbyterian College is to provide a liberal arts education which prepares candidates to be effective teachers who can address the unique learning needs of all students.

Long range goals include:

- 100% pass rate on Praxis II and PLT
- Candidates develop strong content knowledge in the following areas: mathematics, science, social studies, literacy
- Candidates develop strong pedagogical knowledge in the teaching of elementary content areas
- Candidates develop strong professional skills for relating to their peers, administrators, and parents
- Candidates are knowledgeable about theories of learning and development as they relate to students in grades 2-6
- Candidates are informed about current events in education (i.e. legislation, funding) and how these developments affect their profession

- Candidates develop a view of themselves as professionals, capable of reading and applying research in education to improve their personal teaching practice
- Candidates are capable of differentiating instruction in order to effectively instruct a wide range of ability levels and student backgrounds
- Candidates develop effective classroom management skills, especially in the area of behavior management
- Candidates use critical thinking skills and collaborate with their peers to develop and implement innovative, standards-based curricula

In keeping with the Presbyterian College Mission Statement and Strategic Plan, the Intended Outcomes and Competencies of the Department of Education of the teacher education program are to require teacher candidates to:

1. demonstrate the ability to integrate information on issues including education history, legal foundations, curricular options, gender equity, giftedness, diversity in its broadest contexts, and individual learning needs.
2. possess the knowledge, capabilities, and attributes to provide instruction in content specific disciplines.
3. apply general principles of growth, development, and learning theories to relationships with students, teachers, school personnel, and parent/guardians.
4. enable teacher candidates to design and implement appropriate and varied instructional and evaluative procedures.
5. reflect on the characteristics and behaviors of professional educators.
6. foster the ability to analyze effective classroom management strategies
7. develop in teacher candidates technological and instructional technology literacy.

2. Need for the program

More than ever, there is a need for highly trained educators to shape the future of education in America. The 2003 report "No Dream Denied," by the National Commission on Teaching and America's Future stated, "It is as if we are pouring our teachers into a bucket with a fist-sized hole in the bottom" (McCann, Johannessen, & Ricca, 2005, p.

34). An estimated 30-50% of teachers leave the field within the first 5 years (Pullen, 2004). This is a serious educational problem. The Elementary Education program at Presbyterian College aims to train teachers who are prepared to meet the unique challenges of the modern classroom and succeed in a profession where many educators are experiencing early burn-out. Central to this proposed program is a rigorous preparation combining both on-campus training and field experiences designed to foster growth in the following areas: content knowledge, pedagogical knowledge, and pedagogical content knowledge. Elementary education presents a unique challenge of providing a course of study rich in content across the domains of science, mathematics, language arts, and social studies as well as addressing pedagogical issues unique to young children. While secondary majors will specialize in a content area and focus their efforts primarily on mastering the content and instructional methods associated with their domain, elementary educators have a much different task at hand.

The following three areas of our proposed elementary education program will provide a strong foundation for our candidates to succeed in the modern classroom: (1) Increasing students' content knowledge in all domains, but with a special focus in the areas of science and mathematics. This goal will be accomplished through content courses in math and science, curricular supports in methods classes as well as content-area mentoring during field experiences. In particular, the Elementary Education program will include a math content course designed around the content strands outlined by the National Council for Teachers of Mathematics (NCTM) in order to strengthen candidates' content knowledge, especially in relation to Early Number concepts. (2) Increasing students' pedagogical knowledge with a focus on classroom and behavior management, working with students with special needs, child development, and learning theories. Stemming from a belief that students should be offered more effective training in classroom and behavior management, a field experience focusing specifically in classroom management will be included in the Elementary Education program. Novice teachers regularly cite difficulties related to classroom management as the most trying aspect of teaching (Hertzog, 2002; Meister & Melnick, 2003). (3) Increasing students' pedagogical content knowledge. This last goal is a union of the content and pedagogy. In essence, pedagogical content knowledge refers to students' increasing knowledge of

instructional strategies and models for teaching specific subject areas. The Elementary Education program is founded on research-based instruction methods, such as inquiry-based instruction, designed to educate our candidates in the most effective instructional techniques for each content area.

3. Centrality of the program to the institutional mission

Our professional development model in Teacher Education adheres to the institutional mission in several ways. These concepts are consistent with a liberal arts philosophy of learning:

- Commitment to a view of education as a lifelong endeavor
- Development of a cross-curricular view of learning in which well-rounded knowledge in a variety of areas is valued
- Encouraging teamwork and collaborative learning
- Development of commitment to moral and ethical standards (i.e. service to others)
- Developing critical thinking skills in our students, especially their ability to critically evaluate information and make decisions based on reasoning and consideration of multiple viewpoints

4. Conceptual framework summary (Public Institutions Only): N/A

5. Relationship of the program to other programs within the institution and to other South Carolina institutions of higher education

Reflected the liberal arts philosophy of Presbyterian College, all majors within the Education department maintain a close relationship with other disciplines within the college. All students complete a general education curriculum reflecting courses in the sciences, humanities, fine arts, modern languages, mathematics, and the English language. In order to ensure our students' preparation in the Elementary content areas, the Education department has an on-going dialogue with departments such as Biology, Chemistry, Physics, and Mathematics. This dialogue will ensure that our Elementary

Education majors benefit from the advanced content knowledge of professors in a wide array of disciplines.

The Elementary Education major is offered at other institutions of higher learning across the state of South Carolina. Professors in PC's education department are in constant contact with faculty from these other institutions through attendance at professional conferences, training sessions, and joint research initiatives. This collaboration across institutions will help strengthen PC's Elementary Education program by drawing from the shared experiences of teacher educators at various institutions of higher learning.

6. Similarities or differences between the proposed program and those with like objectives offered at other institutions, including discussion of like programs within the state, region, and nation (Public Institutions Only): N/A

C. Enrollment

1. Admissions criteria specific to the program:

Teacher candidates may apply for admission to the Teacher Education program after successful completion of at least 45 hours of coursework. Prerequisites for formal admission to the Teacher Education program are:

- A cumulative grade point average of 2.5 on a 4.0 scale
- Passing scores on the Praxis I (Reading, Math, and Writing) OR a combined SAT score of 1650 or above OR an ACT score of 24 or above
- Successful completion of an essay outlining the applicant's reasons for pursuing a career in education
- Satisfactory completion of a SLED background check

2. Table for projected enrollment for the first five years:

Year	1 (2011-12)	2 (2012-13)	3 (2013-14)	4 (2014-15)	5 (2015-16)
Juniors	10-15	10-15	10-15	10-15	10-15
Seniors		10-15	10-15	10-15	10-15
Total students		20-30	20-30	20-30	20-30

3. Discussion of the process by which estimates were made

These enrollment projections were made by considering the following factors: (1) Average number of Education majors/year at Presbyterian College (2) Projected percentage of current Freshman class (Juniors for 2011-12 year: Projected launch of Elementary Education major) (3) Previous average enrollment in former Elementary Education program at Presbyterian College

4. Table for estimate of new enrollment by headcount and credit hours

PC Class	Average Enrollment	Semester Hours
Junior/Fall Term	10-15 students	16
Junior/Spring Term	10-15 students	17
Senior/Fall Term	10-15 students	16
Senior/Spring Term	10-15 students	12

D. Curriculum

1. Sample curriculum for undergraduate programs and for graduate programs that will use a required core of courses: See Appendix A: Elementary Education Major Card

2. Brief explanation of the assessments of student learning outcomes (Public Institutions Only): N/A

3. A list, with catalog descriptions, for all new courses that will be added: See Appendix B: Course Descriptions

E. Faculty

1. Table detailing the rank and academic qualifications of each faculty member involved in the program identified only by rank and not by name.

Academic Rank	Faculty with Tenure	Non-tenured faculty on tenure-track	Non-tenured faculty not on tenure track	Professional Qualifications
Full Professor	0	0	0	N/A
Associate	2	0	0	2 PhD (Elementary

Professor				Education & Curriculum and Instruction) Combined K-12 teaching experience of 26 years School principal
Assistant Professor	0	2	0	2 PhD (2 Curriculum and Instruction) Combined K-12 teaching experience of 15 years
Instructors	0	0	2-4 per semester	PhD/Masters level Combined K-12 teaching experience of 30+ years
Total	2	2	2-4 per semester	

2. *Enumeration and discussion of necessary qualifications of new Faculty:* New faculty must have a terminal degree in education (i.e. PhD or EdD) as well as a minimum of 3 years teaching experience in the field for which they are applying

3. *Proposed changes in assignments of existing faculty:* N/A

4. *Institutional plan for faculty development as it relates to proposed*

Program: Funds are provided annually for faculty to attend the following: ACEI conference, SPA training sessions, national conferences (American Educational Research Association, National Council of Teachers of Mathematics, National Science Teacher Association, Association of Mathematics Teacher Educators, National Reading Council, International Reading Association, etc.), NCATE conference and training in Washington, DC

5. *Institutional definition of full-time equivalents (FTE):* FTE for Presbyterian College faculty is an academic load of 7 courses. This load is usually divided into a 3-4 load or 4-3. In the Education department, 3 students teachers are calculated as 1 load for faculty. FTE for department administrators is a 40 hour work week.

6. *Table of headcount and FTE for administrators, faculty, and staff for the first five years of the proposed program:*

Classification	Total	FTE
Faculty	4	1.0
Administrators	1	1.0
Staff	2-4 per semester	Dependent on course load

F. Physical Plant

1. Adequacy of existing physical plant for the first five years

Facilities of Education Department: The Education Department is located on the fourth floor of the Harrington-Peachtree Academic Center. It contains a conference suite, a computer lab, and five modern classrooms equipped with technology supports. In addition to faculty offices, the fourth floor houses office space for NCATE documents, an office for data analysis related to educational documents, and adjunct office space. Harrington-Peachtree also houses offices for faculty in Mathematics, Psychology, Sociology, and Political Science.

The Education department also utilizes space in the James H. Thomason Library. This building includes the Eugene T. Wilson learning center, which houses the Education curriculum collections as well as children and adolescent literature. This Learning Center also includes an adjacent classroom space equipped with SMART Board technology, video/audio supports for learning, sliding bulletin boards, movable classroom seating, and storage space for methods materials. On the same floor of the library, there is a computer lab and a work area including die cut machines, laminator, video equipment, and scanners.

Presbyterian College professors also have access to classrooms in other academic buildings. Currently, Education faculty are in dialogue with professors in the Biology department about options for using lab space to enrich elementary science methods courses. Presbyterian College does not have off campus sites.

Resources of Education Department: Presbyterian College does not depend on outside resources to carry out its core programs. Faculty write grants when they are interested in a special project, but core programs are not dependent on them.

Each Education faculty member has a personal computer, color monitor, and printer in their office. These units are connected to the campus network and provide

access to the Internet as well as the campus library collection. Teaching technology is available to higher education faculty in Harrington-Peachtree Academic Center (5 classrooms), Jacobs Hall (Technology Teaching Theater classroom), Thomason Library (curriculum lab, classroom, reference and resource materials), and Neville Hall (computer lab). Faculty also have daily access to the *New York Times* and the *Wall Street Journal*. If faculty choose to use these resources in their courses, these periodicals are delivered to their door each morning. In addition, all professors and teaching candidates have access to online archives including research publications and practitioner journals.

2. *Additional physical plan requirements, including modifications:* N/A

G. Equipment – major equipment items needed for first five years

Equipment needs for the first five years are limited to the technology resources discussed in Section F. No new equipment needs are anticipated in conjunction with the Elementary Education program.

H. Library Resources

Library services and materials are housed in the James H. Thomason Library, a facility exceeding 50,000 square feet. The Education Department's instructional manipulatives, research literature, magazines, journals, and curriculum lab are housed in the library. Funds are provided annually from the library's materials budget, which are allocated to the departments and individual Education programs for updating program collections. These funds are specifically used to keep the curriculum library current as well as making investments in audio/visual software designed to enrich instruction and support student learning.

The library houses a media collection, a periodical collection, reference collection, and reserve collection. All materials are cataloged in ThomCat the library's online public access catalog. ThomCat is available on the campus-wide network as well as internationally accessible on the Internet. A ThomCat terminal is located in the Curriculum lab. The library provides access to the broader published and unpublished literature by making available various electronic databases. Databases of particular value to the Education department include ERIC and World Cat. ERIC includes citations for

journal articles as well as unpublished documents and reports indexed and distributed by the ERIC Document Reproduction Service. World Cat contains bibliographic descriptions and library holdings records. It serves as the publicly accessible side of the same system that the library staff use for Interlibrary Loan. Both of these databases are accessed through the services of First Search, which can be reached via the library's web pages and searched using the standard web browser software. The First Search system is available campus wide; off campus users can also access the system after supplying their user name and password.

I. Accreditation, Approval, Licensure, or Certification (Public Institutions Only):

J. Articulation

1. Entry path for students from two-year institutions into four-year Institutions, as appropriate

Students applying for entrance to Presbyterian College from a two-year institution will follow the same procedures for entrance to the Teacher Education program as students beginning their studies at PC during their Freshman year. Transcripts of these transfer students will be evaluated by the Admissions department and general education credits will be awarded accordingly. After attaining 45 hours, transfer students will then be able to apply for admission to the Teacher Education program.

Teacher candidates may apply for admission to the Teacher Education program after successful completion of at least 45 hours of coursework. Prerequisites for formal admission to the Teacher Education program are:

- A cumulative grade point average of 2.5 on a 4.0 scale
- Passing scores on the Praxis I (Reading, Math, and Writing) OR a combined SAT score of 1650 or above OR an ACT score of 24 or above
- Successful completion of an essay outlining the applicant's reasons for pursuing a career in education
- Satisfactory completion of a SLED background check

2. Statement if the proposed program leads to a terminal degree

The proposed program leads to an Undergraduate degree in Elementary Education. This does not represent a terminal degree in Education.

K. Estimated costs (Public Institutions Only)

L. Institutional Approvals

The program is presented to the college curriculum committee, then the Academic Affairs committee comprised of representatives from each department as well as administration, then voted on by the entire faculty (See Appendix J)

III. South Carolina Department of Education Requirements

Description of the ways in which the new program will meet all state requirements as outlined in the Policy Guidelines for South Carolina Educator Preparation Units, including the following:

A. ADEPT

The South Carolina state evaluation system for teachers, Assisting, Developing, and Evaluating Professional Teaching (ADEPT) is the cornerstone for fieldwork and clinical practice internship evaluation at Presbyterian College. The Performance Standards identified in ADEPT are used throughout the program. This format is used to help teacher candidates grow into successful educators and also enable them to enter the South Carolina school system.

ADEPT performance standards will be evaluated through the following field experience (Practicum I, II, III, IV and Clinical Practice). ADEPT performance standards form the structure of observational instruments used to evaluate students' progress during field experiences. Specifically, clinical faculty complete weekly ADEPT-focused observations during the clinical practice experience. These weekly observations and conferences are designed to act as formative assessment for teacher candidates' progress toward mastery of the ADEPT performance standards. In addition to these weekly observations, a mid-term conference is held with clinical faculty from PC, school-based clinical faculty, and teacher candidates to facilitate a dialogue regarding the teacher candidate's performance in relation to ADEPT standards.

(A matrix detailing the alignment of ADEPT performance standards with Elementary Education courses is currently being constructed and revised.)

B. Assessment Plan

Integrated Sets of Evaluation measures and levels of Assessment

Level	Data	Use
Candidate Assessment	Course Grades GPA entrance, progress and graduation Project Grades Capstone Portfolio Praxis II, PLT Practicum evaluations Clinical Teaching Evaluations	Entrance to Teacher Education Feedback to candidates Understanding of concepts Seminar development Candidate guidance and advising Program completion
Program Evaluation	SPA reports Praxis II scores Praxis II sub scores PLT scores Projects/Assignments Course Evaluations Alumni/Employer Surveys	Program Improvements Program Adjustments Content information and course alignment with standards Curriculum and instruction effectiveness
Unit Evaluation	Aggregated data from Praxis I and II Alumni/Employer Surveys Fieldwork evaluations completed by teachers	Improvement of communication Alignment of curriculum and instruction with local school practice

	and administrators Candidate feedback Diversity Data Clinical Teaching Evaluations	Increase Unit effectiveness
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Teacher Education Program Entry Requirements

- Completion of 45 semester hours
- Cumulative 2.5/4.0 GPA (on all PC coursework and all coursework that counts towards graduation)
- Completed Teacher Education application, including a successful South Carolina Law Enforcement Division (SLED) background check as required by the State Department of South Carolina.
- Declared Major form on file with the registrar
- Passing scores on all sections of the Praxis I examination, ACT or SAT South Carolina Exemption

Transition Point I: Entry into Practicum II

- Minimum 2.5/4.0 GPA
- Grade of "C" or higher in Education 201
- Grade of "C" or higher in Practicum I
- Capstone Portfolio progress

Transition Point II: Entry into Clinical Practice

- Minimum 2.5/4.0 GPA
- Grade of "C" or higher in Practicum II and III
- Capstone Portfolio progress
- Successful FBI background check (see Appendix B)
- Progress towards successful completion of all graduation requirements (see information about CEPs, coursework and on-campus requirements)

Transition Point III: Exit from Clinical Practice

- Minimum 2.5-4.0 GPA

- Grade of "C" or higher in the Clinical Practice courses
- Successful completion of all requirements for the Major
- Capstone Portfolio requirements fulfilled
- Exit Interview
- Grade of "C" or higher in EDUC 350: Literacy and Technology

Transition Point IV: Program Completion

- Successful completion of all College and Major program of study requirements
- Passing scores on all state required exams for certification including Praxis II and Principles of Learning and Teaching (PLT) exams

C. Diversity Plan

Presbyterian College's teacher education program is committed to global education through a variety of venues. In general education courses, candidates receive historical, psychological, and cultural knowledge that is embedded within the liberal arts curriculum. During professional education courses, this is refined and expanded to include students' learning differences. Elementary majors will experience lessons in diversity through their engagement with courses focusing on exceptional learners, economic and social difference embedded in various cultures, as well as field experiences in a variety of school representing a wide range of socioeconomic status. In addition, aspects of planning for diverse learners are a foci in all methods courses within the elementary education major.

Cultural programming requirements allow students to experience ideals and attributes of diverse cultures through lectures, music, art, and theater. In addition, PC offers programs of international study during the optional Maymester. Programs vary annually, but have included courses in Italy, Galapagos Islands, Oxford, and Cuba. Recently, PC has established the Confucius Institute, a partnership with a university in China designed to offer students additional international experiences in education.

Candidate Diversity Proficiencies

Assessment Plan

Conceptual Framework Diversity Proficiencies				
	Candidates demonstrate knowledge of the critical elements of diversity and their impact in a diverse learning community	Candidates apply their knowledge and skill to develop supportive learning environments that respect the broad contexts of diversity found in student populations.	Candidates plan and provide educationally appropriate and culturally responsive instruction for all students.	Candidates demonstrate dispositions that indicate fairness and equity and hold all students to higher levels of learning
Course	Assessment Format			
Practicum I: EDUC 391 Diversity in Communities, Schools and Classrooms	Exam, Reflective Papers, Teacher Work Sample Component	Professional Dispositions Evaluation	Lesson Plans	Professional Dispositions Evaluation
Practicum II: EDUC 392 Culturally Responsive Teaching and Learning	Exam, Reflective Papers	Lesson Plans and Observed Lesson, Performance Evaluation (based on ADEPT Performance Dimensions)	Lesson Plans and Observed Lesson, Performance Evaluation (based on ADEPT Performance Dimensions)	Observed Lesson, Professional Dispositions Evaluation

Practicum III: EDUC 393 Assessing All Learners	Exam, PLT Sub-dimension: <i>Students as Diverse Learners</i>	Lesson Plan and Observed Lesson, Performance Evaluation (based on ADEPT Performance Dimensions) PLT Sub-dimension: <i>Students as Diverse Learners</i>	Lesson Plan and Observed Lesson, Performance Evaluation (based on ADEPT Performance Dimensions)	Observed Lesson, Professional Dispositions Evaluation
Programs' Methods Course EDEL 305, 306, 312 EDEC 311, EDEL 313	Teacher Work Sample	Teacher Work Sample	Teacher Work Sample	Teacher Work Sample
Senior Capstone EDUC 440	Action Research Project	Action Research Project		Action Research Project
Clinical Practice EDEL 405, 406, 407	Teacher Work Sample, Student Case Study	The ADEPT Teaching Evaluation Instrument and Professional Dispositions Evaluation,	The ADEPT Teaching Evaluation Instrument and Professional Dispositions Evaluation,	The ADEPT Teaching Evaluation Instrument and Professional Dispositions Evaluation, Teacher Work Sample

		Teacher Work Sample, Student Case Study	Teacher Work Sample, Student Case Study	
After program completion	Alumni, Employer Surveys	Alumni, Employer Surveys	Alumni, Employer Surveys	Alumni, Employer Surveys

D. Education Economic Development Act (EEDA)

Concepts within performance standards	Where taught	How to assess	Activities
Career Guidance Process	EDUC 201	Paper	Read article, Interview Career Specialist
Career Clusters of Study	Practicum II EDUC/SPED 392	Reflection paper	Guest speaker presenting information on career clusters.
Elements of the Career Guidance Model	Practicum III EDUC/SPED 393	Paper	Write a paper that explains the use of the career guidance and competencies - benefits and challenges
Character Education	Introduction to Education - EDUC 201	Teacher Candidate Interviews /rubric, Why I	Teacher Candidate Interviews, Why I Want

	Practicum I EDUC/SPED 391, EDUC/SPED 392, EDUC/SPED 393, and Clinical Practice	Want to be a Teacher Essay ADEPT Professional Dispositions/Rubric Lesson Plan rubric - character education	to be a Teacher Essay ADEPT Professional Dispositions Discussions/ Case Studies Lesson Plans and Reflections TWS reflections Semester meeting with Field Supervisor to discuss dispositions and core values
Contextual Teaching	Early Childhood Methods and Materials- EDEC 304 Social Studies Methods - EDEL 306 Clinical Practice	Lesson Plan Rubric TWS rubrics	Lesson Plans TWS methodology
Cooperative Learning	EDEL 313 – Teaching Reading at the Elementary Level EDEL 306 – Social Studies Methods and EDEL 405- Assessment/Observation	Lesson Plan Rubrics	Lesson Plan Design
Diverse Learning	Meeting the Needs of All Learners: Exceptional	Reflection rubric	Reflections of inclusive teaching

Styles	and Diverse- EDUC 371 Practicum I, II, III EDUC/SPED 391, 392, 393 Social Studies Methods- EDEL 306	Classroom environment model and paper Lesson plan rubric sections of accommodations & diverse learners	Classroom Environment Project and Analysis Lesson Plan Design Learning styles inventory
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E. Field and clinical experiences, including number of hours and integration of ADEPT and/or PDEPP

Teacher candidates participate in fieldwork through three practica totaling 100 hours of practicum experience in the public schools. Teacher candidates begin their practicum hours during Fall term of their Junior year and complete their last Practicum during their Fall term of their Senior year. Practicum experiences are tightly connected to methods courses. For example, students in math methods courses will design and refine a standards-based lesson during their methods course and then teach this lesson during their simultaneous practicum. These Practicum experiences are summarized in the table below.

Course/Fieldwork	Performance	Assessment
Practicum I EDUC 391 30 fieldwork hours Aligned with: EDEL 305, EDEC 311	<ul style="list-style-type: none"> • Helping prepare the classroom materials • Working with small groups • Reading to the class • Assessing student work • Monitoring tests • Sharing some responsibilities for routine 	Written reflections Log Teacher Evaluation Exams ADEPT

	procedures <ul style="list-style-type: none"> Assisting in the operation of technology resources 	
Practicum II EDUC 392 30 fieldwork hours	<ul style="list-style-type: none"> Lead a classroom discussion Conduct a demonstration to supplement the teacher's lesson Carry out a short lesson plan that is designed by the student Give individual instruction to a single student Other appropriate instructional activities Conduct/assist with formal or informal assessments 	Written reflections Log Teacher Evaluation ADEPT
Practicum III EDUC 393 Aligned with: EDEL 306, 312, EDEL 313 40 fieldwork hours	<ul style="list-style-type: none"> Evaluation tools created and used in the classroom Rubrics created and used Analyze student work 	Written reflections Log Teacher Evaluation ADEPT
Clinical Practice 15 weeks (8hr/day) EDEL 405, 406, 407	<ul style="list-style-type: none"> Candidates will demonstrate proficiencies in all 10 ADEPT Performance Standards 	ADEPT Evaluations Conferences Student Study Teacher Work Sample Reflections Evaluations

F. PADEPP: N/A

G. PreK-12 academic standards

PK-12 academic standards form the backbone of all methods courses in the Elementary Education major. Students will analyze SC standards in language arts, mathematics, science, and social studies in the context of each specific methods course. In addition, students will write learning objectives based on these standards and create standards-based lessons with assessments aligned with learning objectives. Students will also learn the connection of state standards to national standards developed by organizations such as National Council of Teachers of Mathematics (NCTM) and the National Research Council's National Science Education Standards (NSES).

Lesson Planning Rubric

	Excellent	Acceptable	Needs Improvement
Learning Objective, Essential Question 0 – 3 pts.	<p>Are based on entire or identified parts of targeted SC standards (those to be taught & assessed in lesson).</p> <p>Are clear, measurable and concise statements of student learning expected at end of lesson</p> <p>Are age- and ability-appropriate</p> <p>Identify integration with at least one other content area</p> <p>Essential learning question is clear, focused and meaningful to students</p>	<p>Are based on entire or identified parts of targeted SC standards (those to be taught & assessed in lesson).</p> <p>Describe the student learning expected at the end of the lesson</p> <p>Are age- and ability-appropriate</p> <p>Identify integration with at least one other content area</p> <p>Essential learning question is clear</p>	<p>Are not clearly aligned to SC standards OR</p> <p>Do not adequately describe student learning desired at the end of lesson OR</p> <p>Are not age- and/or ability-appropriate</p> <p>Show no integration with other content</p> <p>Essential learning question is unclear, not related to lesson and/or lacks meaning to students</p>

<p>Materials and Resources</p> <p>0 – 2 pts.</p>	<p>Best resources for objectives and learners are identified.</p> <p>Materials are creative, engaging and promote hands-on learning</p> <p>Technology is utilized</p> <p>All materials and resources are listed</p>	<p>Appropriate resources for objectives and learners are identified</p> <p>Materials are developmentally appropriate</p> <p>Most materials and resources are listed</p>	<p>Resources/materials are not appropriate</p> <p>Or</p> <p>Are incorrect, incomplete, or missing.</p>
<p>Procedures</p> <p>0 – 15 pts</p>	<p>Includes all of the following: intro, modeling/direct instruction, guided practice, independent practice, closure</p> <p>Teaching strategy(ies) is best choice for objectives, standards, and learners</p> <p>Activities selected and sequenced to lead to higher levels of thinking/achievement</p> <p>A variety of activities that are engaging and elicit high performance from students with diverse learning needs and styles.</p> <p>Content is appropriate, accurate and thorough</p>	<p>Includes most of the following: intro, modeling/direct instruction, guided practice, independent practice, closure</p> <p>Teaching strategy(ies) appropriate for objectives, standards, and learners</p> <p>Activities are appropriate and sufficient for objectives and teaching strategies.</p> <p>Content is appropriate and accurate</p>	<p>Includes a few of the following: intro, modeling/direct instruction, guided practice, independent practice, closure OR</p> <p>Alignment of teaching strategy with objectives and standards is questionable OR</p> <p>Activities are not appropriate, sufficient for objectives and strategies used OR</p> <p>Content is not accurate or appropriate</p>
	<p>Best choices/fit for kind of learning required in</p>	<p>Appropriate match to learning in objectives and standards and in</p>	<p>Not appropriate for objectives and</p>

Assessment Strategies 0 – 4 pts.	<p>objectives and standards</p> <p>Best choices/fit for strategies and activities used in lesson.</p> <p>Addresses 3 assessment questions thoroughly</p> <p>Includes clear, accurate scoring rubrics for open-ended assessments</p> <p>Are engaging and motivating for students and developmentally appropriate</p>	<p>terms of number and placement in lesson</p> <p>Appropriate for strategies and activities used in lesson</p> <p>Addresses 3 assessment questions but is missing some information</p> <p>Includes accurate scoring rubric for open-ended assessments</p>	<p>identified standards OR</p> <p>Not appropriate for strategies and activities used in lesson OR</p> <p>Does not address all 3 assessment questions accurately OR</p> <p>Does not include instructions or rubrics for open-ended assessments OR</p> <p>Not appropriate for age of learners</p>
Accommodations for Diverse Students 0 - 3 pts.	<p>A variety of engaging activities/resources are selected that elicit high performance from all students</p> <p>Demonstrates understanding of diverse learning needs and styles and culturally responsive instruction and assessment</p> <p>Plans for three levels (independent, instructional and frustration)</p>	<p>Activities/resources selected show some understanding of diverse learning needs and styles and culturally responsive instruction and assessment</p> <p>OR</p> <p>Plans for two levels</p>	<p>Activities/resources selected show little or no understanding of diverse learning needs or styles or culturally responsive instruction and assessment OR are not appropriate</p> <p>OR</p> <p>Plans for one level</p>
Management Plan 0 – 3 pts.	<p>Management plan is thorough and appropriate</p> <p>Specific methods are described</p> <p>Differentiates between redirecting behaviors and addressing</p>	<p>Plan is appropriate</p> <p>Some specifics are described</p>	<p>Plan is not appropriate</p> <p>OR</p> <p>Is incomplete</p> <p>OR</p> <p>Is general</p>

	inappropriate behaviors		
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H. Program admission requirements (Initial and Advanced)

Transition points are keyed to a series of gateways that provide program reliability as well as guidance for you. Each semester you will meet with your academic advisor and your fieldwork advisor to evaluate your progress toward completion. The requirements for admission, continuation and successful completion of the teacher education program include:

Teacher Education Program Entry Requirements

- Completion of 45 semester hours
- Cumulative 2.5/4.0 GPA (on all PC coursework and all coursework that counts towards graduation)
- Completed Teacher Education application, including a successful South Carolina Law Enforcement Division (SLED) background check as required by the State Department of South Carolina.
- Declared Major form on file with the registrar
- Passing scores on all sections of the Praxis I examination, ACT or SAT South Carolina Exemption

Transition Point I: Entry into Practicum II

- Minimum 2.5/4.0 GPA
- Grade of "C" or higher in Education 201
- Grade of "C" or higher in Practicum I
- Capstone Portfolio progress

Transition Point II: Entry into Clinical Practice

- Minimum 2.5/4.0 GPA
- Grade of "C" or higher in Practicum II and III
- Capstone Portfolio progress
- Successful FBI background check (see Appendix B)

- Progress towards successful completion of all graduation requirements (see information about CEPs, coursework and on-campus requirements)

Transition Point III: Exit from Clinical Practice

- Minimum 2.5/4.0 GPA
- Grade of "C" or higher in the Clinical Practice courses
- Successful completion of all requirements for the Major
- Capstone Portfolio requirements fulfilled
- Exit Interview
- Grade of "C" or higher in EDUC 350: Literacy and Technology

Transition Point IV: Program Completion

- Successful completion of all College and Major program of study requirements
- Passing scores on all state required exams for certification including Praxis II and Principles of Learning and Teaching (PLT) exams

I. South Carolina Safe School Climate Act:

During EDUC 201: Introduction to Education, students will read *Safe School Climate Act to Prevent School Harassment, Intimidation, or Bullying* which addresses the content of South Carolina's Safe School Climate Act. Students will also view a Bullying video and write a reflection on the topic of bullying following class discussion. A rubric for this reflection is provided below. This course is required of all Education majors.

Assessment Rubric for Student Reflection on Bullying	
Levels	Criteria
Reflective practitioner	<p><u>Clarity:</u> The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.</p> <p><u>Relevance:</u> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis:</u> The reflection moves beyond simple description of the</p>

	<p>experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.</p> <p><u>Interconnections</u>: The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism</u>: The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.</p>
Aware practitioner	<p><u>Clarity</u>: Minor, infrequent lapses in clarity and accuracy.</p> <p><u>Relevance</u>: The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis</u>: The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.</p> <p><u>Interconnections</u>: The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism</u>: The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.</p>
Reflection novice	<p><u>Clarity</u>: There are frequent lapses in clarity and accuracy.</p> <p><u>Relevance</u>: Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</p> <p><u>Analysis</u>: Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.</p> <p><u>Interconnections</u>: There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.</p> <p><u>Self-criticism</u>: There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.</p>

Unacceptable	<p><u>Clarity</u>: Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</p> <p><u>Relevance</u>: Most of the reflection is irrelevant to student and/or course learning goals.</p> <p><u>Analysis</u>: Reflection does not move beyond description of the learning experience(s).</p> <p><u>Interconnection</u>: No attempt to demonstrate connections to previous learning or experience.</p> <p><u>Self-criticism</u>: Not attempt at self-criticism.</p>
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J. Standards of Conduct:

The following goal from our Education Department conceptual framework is addressed in each of our courses and fieldwork experiences: To help students develop moral and ethical commitments, including service to others. This commitment to moral and ethical practice guides our department and students are also educated about this goal's relationship to the SC Standards of Conduct for educators. Students are made aware of proper conduct as an educator through field experiences and especially during the semester of clinical practice. Our students are also aware of the consequences that are detailed in the SC Standards of Conduct.

(Rubric for evaluation of SC Standards of Conduct is currently being revised by the Education Department; ADEPT dispositions form the basis of this revised rubric.)

IV. Professional Association

A. Context

1. Description of any state or institutional policies that may influence the application of SPA Standards.

Presbyterian College is a fully NCATE accredited, private, residential baccalaureate institution related to the Presbyterian Church (U.S.A.). The college provides a liberal arts education within a community of faith, learning, and intellectual freedom. It is located in Clinton, South Carolina, a rural city of 10,000, situated in the eastern half of Laurens County.

Students typically complete their program of study in four years. The general education component comprises 53 hours; the Elementary Professional Component 74 hours; and an area of academic interest 15 hours.

At the State level, the South Carolina Department of Education has adopted the ACEI Initial Licensure Standards for Elementary Teacher Education Programs. These standards, in combination with the College's and Department of Teacher Education's goals and mission, provide the foundation for the proposed Elementary Education Program at Presbyterian College.

2. *Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for clinical practice or internships.*

All teacher education candidates participate in four levels of field experience and a clinical practice experience. Developmental in nature, the first two levels each require 30 hours of interaction and occur during the junior year. The third and fourth levels are taken during the fall semester before clinical practice and each involve 40 hours of interactions for a total of 140 hours of Practica.

These fieldwork placements are made in three different school settings and in three different grade levels spanning grades 2 through 6. A text is required for Practica with assignments becoming increasingly more complex. Practicum I seminars concentrate on schools and community, Practicum II seminars center on assessment, Practicum III focuses on instructional techniques, and Practicum IV concentrates on classroom management and organization. Development of the Capstone Portfolio is also a key component of all Practica.

Clinical practice occurs for an entire semester (15 weeks/ 80 days).

Additional fieldwork is also embedded in other courses such as the Math methods, Science methods, psychology, Special Education, physical education and the Fine Arts courses.

The following are descriptions of Elementary teacher candidate field experiences both in Practica and in courses.

Course/Fieldwork and # of Hours	Description of Performances
EDUC 391 Practicum I 30 Fieldwork Hours	Candidates are expected to: <ul style="list-style-type: none"> • Help prepare the classroom materials • Work with small groups • Read to the class • Assess student work • Monitor tests • Share some responsibilities for routine procedures • Assist in the operation of technology resources
EDUC 392 Practicum II 30 Fieldwork Hours	<ul style="list-style-type: none"> • Lead a discussion, • Conduct a demonstration to supplement the teacher's lesson, • Carry out a short lesson that is planned by the teacher and/or student; • Give an individual instruction to students as directed by the teacher; • Conduct/assist with formal or informal assessments • Other class involvement/instructional activities as deemed appropriate
EDUC 393 Practicum III 40 Fieldwork Hours	<ul style="list-style-type: none"> • Create and use evaluation tools in the classroom • Create and use rubrics in the classroom • Plan and implement developmentally appropriate lessons • Assess student learning and reflect on impact of teaching • Other class involvement/instructional activities
EDEL 394 Practicum in Classroom Management and Organization 40 Fieldwork Hours	<ul style="list-style-type: none"> • Determine how rules and guidelines are formulated and maintained in the classroom • Describe managerial techniques demonstrated in the classroom. • Describe organizational procedures, transitions, and routines demonstrated in the classroom. • Outline the process for referring students to receive assistance from special services.

<i>See Syllabus in Appendix I</i>	<ul style="list-style-type: none"> Describe the procedures of reporting students' progress to parents.
EDEL 312 Math Methods 10 Fieldwork Hours	<ul style="list-style-type: none"> Plan, implement, and assess instructional activities in mathematics Evaluate and describe student progress Reflect and explain variables that impact increased student learning
EDEC 310 Literature for the Child Children 4 Fieldwork Hours	<ul style="list-style-type: none"> Participate in book, poetry and/or drama experiences with young children
EDEC 311 Emergent and Early Literacy 12 Fieldwork Hours	<ul style="list-style-type: none"> Conduct a literacy case study with 1 emergent reader/writer: <ul style="list-style-type: none"> pre-assess using multiple informal assessments plan, teach and post-assess lessons for that reader collect, analyze and summarize data for classroom teacher and parents provide suggestions for reading improvement
PSYCH 212 Child Psychology 6 Fieldwork Hours	<ul style="list-style-type: none"> Spend a day with a young child observing all developmental domains
EDEL 405, 406, 407 (Clinical practice) Directed Teaching: Observation, Planning, Teaching	<ul style="list-style-type: none"> Gradually assume responsibility for all duties and responsibilities of teaching, under the guidance of and in collaboration with the classroom teacher, other school personnel and the college supervisor Receive evaluation scores of "C" or higher on South Carolina's state assessment instrument, ADEPT (Assisting, Developing, and Evaluating Professional Teaching)

80 full days in 2 nd -6th grade	<ul style="list-style-type: none"> Complete a Capstone portfolio that demonstrates proficiency in all ACEI Standards and required Presbyterian College components.
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3. *Description of the criteria for admission, retention, and exit from the program, including required GPA's and minimum grade requirements for the content courses accepted by the program.*

GATEWAY 1 - Admission to Teacher Education

Teacher candidates may apply for admission to the Teacher Education Program after successful completion of at least 60 semester hours of course work. Admission is contingent upon:

- A cumulative grade point ratio of 2.50 or higher on a 4.00 scale
- Minimum Praxis I score of: Reading 175; Math 172; Writing 173 OR a combined SAT score of 1650 or above OR an ACT score of 24 or above
- Essay "Why I Want To Teach"
- Satisfactory completion of EDUC 391 (Practicum I), EDUC 392 (Practicum II) and EDUC 201 (Introduction to Education) with a "C" or higher.
- Satisfactory SLED check.

Retention in the Teacher Education

Teacher candidates must earn a grade of "C" or higher in each Practicum experience for retention in the Elementary Program. Evaluation of teacher candidates is a continuous process involving assessment of a candidate's knowledge, skills and dispositions. These evaluations are based on the South Carolina ADEPT Teacher Evaluation system with the addition of a Disposition evaluation form developed by the Presbyterian College education faculty. These assessments are completed each semester by the practicum classroom teacher and reviewed by the practicum college advisor with the teacher candidate. If a candidate's performance indicates a probable lack of success in the classroom, the candidate is to be advised to consider other options. In addition, a "C" in EDEC 311 (Reading Methods in Early Childhood) is also required for retention in the program.

GATEWAY II - Entry and Exit Criteria for Clinical practice

The Unit has as its fundamental mission the development of professional educators whose education is grounded in the liberal arts tradition. This demands the ability to integrate both content knowledge and pedagogy, think critically and creatively, possess a global perspective, and participate in their communities and professional organizations. These goals serve as criteria for entry into, progress through and exit from the teacher education program. The Department has a rigorous entrance and exit criteria for clinical practice.

Prerequisites for entry into clinical practice include:

1. *Admission to the Teacher Education program no later than three semesters prior to clinical practice.*
2. *Satisfactory completion of all required course work (general education and professional education) prior to clinical practice.*

The general education requirements at Presbyterian College are the core of its liberal arts orientation. Candidates who satisfactorily complete these courses by maintaining a 2.5 GPA have competence in content knowledge, critical thinking skills, and have developed a global perspective. In the proposed Elementary Education Program, course activities and assessments document a candidate's ability to integrate content knowledge and pedagogy; think critically and creatively; design and assess developmentally appropriate learning activities; bring all children to higher levels of learning; and participate in service learning, volunteer opportunities, and professional organizations.

3. *Satisfactory evaluations from all fieldwork.* Teacher candidates must successfully complete four levels of field experience by accruing a minimum of 140 field hours in practicum and by receiving satisfactory performance evaluations in each of their practicum placements. Practicum teachers evaluate candidates in ten performance standards and the conceptual framework. The ten performance standards are based on the South Carolina Teacher Evaluation System (ADEPT) and also form the basis of the clinical practice evaluation system. This system of assessment provides a smooth transition for the Teacher Candidates into the public school system.
4. *Successful development of the Capstone Portfolio.* Candidates begin developing the Capstone Portfolio in Practicum I. Unit faculty who serve as Practicum advisors and the program advisor monitor progress toward the successful completion of the Capstone

Portfolio. The Portfolio development is designed to be sequential and developmental, reflecting state, department, and ACEI Standards.

5. *Satisfactory FBI background check.*

GATEWAY III - Program Completer

The Unit has an established set of exit criteria for a Program Completer that is based on South Carolina requirements and the Education Department's Conceptual Framework. A "program completer" is a teacher candidate who has:

- Completed a Department of Education program of study
- Earned a grade of "C" or better in Clinical Practice
- Earned passing scores on the Specialty Examination Praxis II and PLT
- Successfully completed the Elementary Education Program requirements
- Successfully completed the Capstone Portfolio
- Successfully passed the Exit Interview with the College Supervisor.
- Completed volunteer log.

4. *Description of the relationship of the program to the unit's conceptual framework.* The Teacher Education Program has a well-developed Conceptual Framework this is consistent with the Conceptual Framework of Presbyterian College and is aligned with state and national standards. Four main pillars form this unifying framework: (1) Content and Pedagogy, (2) Critical and Creative Thinking, (3) Global Education and Diversity, and (4) Civic Responsibility/Leadership/Professionalism.

The goals, content, and organization of the Elementary Program support these four pillars by emphasizing:

1. a well-grounded knowledge base in *content and pedagogy* that serves as the basis for informed decision making
2. *critical, creative thinking* and effective communication skills

3. a **global education** that demonstrates an appreciation and understanding of all aspects of **diversity** in order to positively impact the learning of all children and the relationships with their families and communities
4. **civic responsibility, leadership and professionalism** as evidenced in moral and ethical commitments, advocacy for young learners, an active involvement in the field of elementary education and service to communities

The following chart shows the alignment of the Teacher Education Department Conceptual Framework with the Elementary Conceptual Framework.

Elementary Conceptual Framework	Content and Pedagogy	Critical and Creative Thinking	Global Education and Diversity	Civic Responsibility, Leadership and
Learning is constructed through an active, meaning-making, minds-on process	X	X		
Effective teaching understands, values, and utilizes all dimensions of diversity	X		X	
Learning environments are based on mutual respect			X	X
A variety of research-based, developmentally appropriate teaching strategies and assessments are needed to help all children reach higher levels of learning	X	X		
An integrated knowledge base of content, skills, dispositions, and pedagogies are developed and demonstrated in classroom and field applications	X	X		X
Teaching involves inquiry, reflection and life-long love of learning		X		X

5. *Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.*

The Elementary Education Program is embedded in the Education Department and, in core education courses, teacher candidates are assessed using Unit evaluations. However, assessments are expanded to also measure specific SPA Standards performances for each concentration area. For example, all Teacher Candidates construct the Capstone Portfolio using South Carolina's Teacher Quality guidelines. In addition to those guidelines, Elementary Candidates are also required to demonstrate proficiency in each of the ACEI Standards for Initial Licensure.

B. List of assessments AND C. Relationship of assessments to standards

Type and Number of Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Administered
Assessment #1 Licensure assessment, or other content-based assessment	PRAXIS II Curriculum, Instruction and Assessment (10011)	Initial Licensure Exam	Senior Year- Required for certification
Assessment #2 Assessment of content knowledge in elementary education	Content course grades	Course grades from the following: 3 science courses with lab (Represented: Life science, physical science, earth science); EDEL 309; GEOG 301; EDEC 310; ART 280; MUSC 307; PHED 301	On-going college studies

Assessment #3 Assessment of candidate ability to plan instruction	Teacher Work Sample (TWS) See Appendix C	TWS: Contextual Factors, Learning Goals, Assessment, Design for Instruction, Instructional Decision Making	EDEL406
Assessment #4 Assessment of clinical practice	Summative Student Teacher Evaluation See Appendix D	Assessment of ADEPT performance standards by PC clinical faculty and school-based clinical faculty	EDEL 407
Assessment #5 Assessment of candidate effect on student learning	Teacher Work Sample (TWS) See Appendix E	TWS: Analysis of Student Learning/ Reflection and Self-Evaluation	EDEL 406
Assessment #6 Additional assessment that addresses ACEI standards	Capstone Project See Appendix F	Capstone Research Project addressing a research question in elementary education	EDUC 440
Assessment #7 Additional assessment that addresses ACEI standards	Student Profile Case Study See Appendix G	Case study of an individual student	EDEL 405, 406, 407
Assessment #8 Additional assessment that	Planning Portfolio See Appendix H	Development of a portfolio of lesson and unit plans from	EDEL 305, EDEL 306, EDEL 309, EDEL 312, EDEL

addresses ACEI standards		elementary content areas demonstrating understanding and proficiency in various instructional theories (i.e. direct instruction, inquiry)	313
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Relationship of Assessments to ACEI Standards

ACEI Standard	Assessments
1.0 Development, Learning, and Motivation --Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	1,2,3,4,5,6,7,8
2.1 Reading, Writing, and Oral Language —Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;	1,2,3,8
2.2 Science —Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to	1,2,3,8

convey the nature of science	
2.3 Mathematics —Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation	1,2,3,8
2.4 Social studies —Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world	1,2,3,8
2.5 The arts —Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;	1,2,3
2.6 Health education —Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health	1,2,3
2.7 Physical education —Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students	1,2,3
3.1 Integrating and applying knowledge for instruction —Candidates plan and implement instruction based on	1,2,3,7,8

knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	
3.2 Adaptation to diverse students —Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students	1,2,3,4,7,8
3.3 Development of critical thinking and problem solving —Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;	1,2,3,4,5,6,7,8
3.4 Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments	3,4,5,6,7
3.5 Communication to foster collaboration —Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom	6,7,8
4.0 Assessment for instruction —Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	3,4,5,8
5.1 Professional growth, reflection, and evaluation —Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources	3,4,5,6,7,8

available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.	
5.2 Collaboration with families, colleagues, and community agencies —Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children	3,4,5

Alignment of Courses and Field Experiences with ACEI Standards

ACEI Standard	Courses to meet standard
1.0 Development, Learning, and Motivation --Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	PSYC 212 - Child Psych PSYC 303 - Educational Psychology EDUC 201 Intro. to Education EDUC 440 – Capstone
2.1 Reading, Writing, and Oral Language —Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading,	EDEC 310 – Literature for the Child EDEC 311 Emergent and Early Literacy EDEL 313 – Teaching Reading at the Elementary Level EDUC 350 – Literacy in Technology

<p>writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;</p>	
<p>2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science</p>	<p>EDEL 305 – Science Methods Science Content (see note below) Note: ELED majors must take a total of 12 hours science content (8 hours gen ed and 4 hours major). Each of the following prefixes must be represented: BIOL, CHEM or PHYS, and PHYS 211)</p>
<p>2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation</p>	<p>EDEL 311 – Math Content for Teachers EDEL 312 – Math Methods</p>
<p>2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed</p>	<p>EDEL 306 – Social Studies Methods GEOG 301 – Geography of the World</p>

decisions as citizens of a culturally diverse democratic society and interdependent world	
2.5 The arts —Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;	ART 280 – Art for the Child MUSC 307 – Music for Teachers
2.6 Health education —Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health	EDEL 305 – Science Methods
2.7 Physical education —Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students	PHED 310 – Health/Physical Activity for the Child
3.1 Integrating and applying knowledge for instruction —Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	EDEL 394 – Practicum in Classroom Management and Organization EDEL 406 – Planning
3.2 Adaptation to diverse students —	EDUC 371 – Meeting the Needs of All

Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students	Learners: Exceptional and Diverse EDEL 394 – Practicum in Classroom Management and Organization
3.3 Development of critical thinking and problem solving —Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving:	EDUC 391 Practicum I EDUC 392 Practicum II EDUC 393 Practicum III EDEL 407 – Directed Teaching
3.4 Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments	EDUC 391 Practicum I EDUC 392 Practicum II EDUC 393 Practicum III EDEL 407 – Directed Teaching
3.5 Communication to foster collaboration —Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom	EDUC 391 Practicum I EDUC 392 Practicum II EDUC 393 Practicum III EDEL 407 – Directed Teaching
4.0 Assessment for instruction — Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction	EDEL 405 – Observation/Assessment

that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	
5.1 Professional growth, reflection, and evaluation —Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.	EDUC 391 Practicum I EDUC 392 Practicum II EDUC 393 Practicum III EDEL 407 – Directed Teaching
5.2 Collaboration with families, colleagues, and community agencies —Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children	EDUC 391 Practicum I EDUC 392 Practicum II EDUC 393 Practicum III EDEL 407 – Directed Teaching

D. Planned evidence for meeting standards AND E. Planned use of assessment results to improve candidate and program performance

Assessment	Name	Evidence	Planned Use of
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			Assessments to Improve Candidate and Program Performance
Assessment #1 Licensure assessment, or other content- based assessment	PRAXIS II Curriculum, Instruction and Assessment (10011)	The PRAXIS II will be taken by each candidate under the guidelines and regulations of Educational Testing Services (ETS). Elementary Education majors will take the following two sections of the PRAXIS II: (1) Curriculum (2) Instruction and Assessment	Faculty in the Teacher Education department will analyze student performance on the PRAXIS II and use this data formatively in order to adjust course content and foci of field experiences to better meet the needs of our students on this licensure test.
Assessment #2 Assessment of content knowledge in elementary education	Content course grades	Course grades from content courses in the following content areas will be collected for each candidate: life science, physical science, earth science, mathematics, children's literature, geography, music, art, physical education	Faculty will examine these grades annually and identify weaknesses in candidates' content knowledge, as evidence by their course grades. Faculty in the education department will then work collaboratively with faculty in other content disciplines to support candidates' development of content knowledge in key elementary content areas.
Assessment #3 Assessment of candidate	Teacher Work Sample (TWS)	Students will complete the following sections of TWS: Contextual Factors, Learning Goals, Assessment, Design for Instruction, Instructional	Faculty in the Teacher Education department will analyze student work on the TWS and use this data formatively in order

ability to plan instruction		Decision Making Descriptions and rubrics for each of these elements is provided in Appendix C.	to adjust course content and foci of field experiences to better meet the needs of our students in key areas of planning for instruction.
Assessment #4 Assessment of clinical practice	Summative Student Teacher Evaluation	School-based clinical faculty and PC clinical faculty will complete a summative teacher evaluation based on ADEPT performance standards. This form is located in Appendix D.	Faculty in the Teacher Education department will analyze student performance on the ADEPT performance standards and use this data formatively in order to adjust course content and foci of field experiences to better prepare our candidates to successfully meet all ADEPT standards.
Assessment #5 Assessment of candidate effect on student learning	Teacher Work Sample (TWS)	TWS: Analysis of Student Learning See Appendix C	Faculty in the Teacher Education department will analyze student performance as indicated by the TWS and use this data formatively in order to adjust course content and foci of field experiences to better prepare our teacher candidates to positively affect student learning.
Assessment #6	Capstone Project	Capstone Research Project addressing a research	Faculty in the Teacher Education department will evaluate student work

Additional assessment that addresses ACEI standards		question in elementary education See Appendix E for Capstone Rubric	on capstone projects and use this data formatively in order to adjust course content and foci of field experiences.
Assessment #7 Additional assessment that addresses ACEI standards	Student Profile Case Study	In this study, the candidates choose a student in their class and obtain as much information on the student as possible. The candidate then analyzes the information and describes its impact in all developmental domains. Finally, the candidate describes how, as a teacher, he/she would build upon the child's strengths and address areas for the child's growth and development. See Appendix F for scoring guide.	Faculty in Teacher Education will evaluate students' case study data in order to formatively assess and adjust course content and field experiences to better support candidates' ability to meet the educational needs of a diverse student population.
Assessment #8 Additional assessment that addresses ACEI standards	Planning Portfolio	Students will compile a planning portfolio including lesson and unit plans developed during methods courses in each of the following content areas: mathematics, language arts, social studies, and science. This portfolio will also include a variety of instructional theories (i.e. direct instruction and inquiry-based instruction)	Faculty in the Teacher Education department will analyze student planning portfolios and use this data formatively in order to adjust course content and foci of field experiences to better meet the needs of our students in key areas of planning for instruction.

		See Appendix G for Lesson Plan Rubric; Each lesson plan in the candidate's portfolio will be assessed using this rubric.	
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